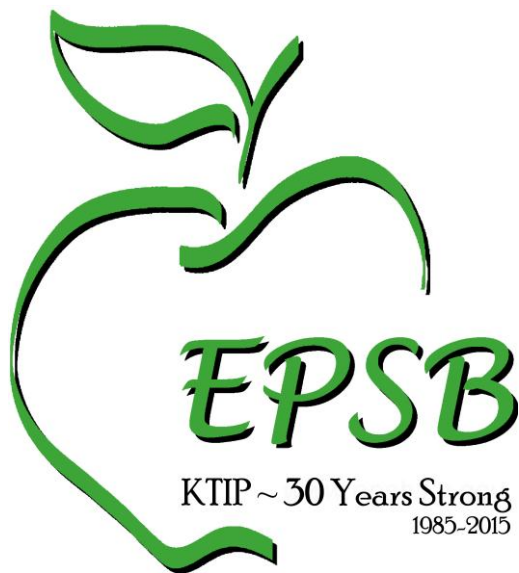


Kentucky Teacher Internship Program Handbook (KTIP)



FALL 2015 EDITION

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Overview

The KTIP is a focused collection of evidence provided by you, the intern teacher, which clearly demonstrates your performance on the components of the Kentucky Framework for Teaching. The KTIP approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation, and reflective practice. The purpose is to support beginning teachers in their development and to focus this support through a process that will align with the Professional Growth and Effectiveness System (PGES).

The KTIP evidence collection process is organized around the three cycles of the internship year. During the first two cycles, the committee (resource teacher, principal and teacher educator) formatively evaluates your performance and provides feedback to reinforce your strengths and address selected areas for professional growth. While formative assessments and feedback occur before the third cycle, it is during the third cycle that your performance on each of the components of the Kentucky Framework for Teaching will be summatively evaluated to determine if you will be recommended for certification. To be recommended for certification at the end of Cycle 3, your committee must come to a consensus on your performance by rating each component as DEVELOPING or higher. If a consensus cannot be reached, use majority rule.

In the KTIP process, there are nine Sources of Evidence that are specifically designed to provide you with the opportunity to demonstrate your performance of the components of the Kentucky Framework for Teaching. The Sources of Evidence are listed below.

Sources of Evidence (SOE)		
1. Context	4. Post-Observation Reflection	7. Professional Involvement
2. Lesson Plan	5. Professional Growth	8. Student Growth
3. Observation of Teaching	6. Records and Communications	9. Student Voice

Developing Your Sources of Evidence

The Contexts for Developing the Sources of Evidence:

Your work in developing the nine Sources of Evidence will provide opportunities for you to demonstrate and refine your teacher leader knowledge and skills in the context of the classroom. These skills include identification of student strengths and learning needs, planning instruction that addresses these needs, formative and summative assessment of student learning, analyzing and reflecting on student performance data to improve the impact of instruction on student learning, and collaborating with colleagues, families, and others who can contribute to meeting the needs of your students. In addition, you will have the opportunity to demonstrate and refine your teaching skills in the broader context of the school by becoming actively involved in the life of your school's professional community to improve student learning and the school environment. You will have the opportunity to identify your strengths and areas for growth as a teacher relative to the four domains of the Kentucky Framework for Teaching. Working with your committee, you will identify one or more areas for growth that, if addressed, would develop and/or refine your teaching skills. You will then develop and implement a professional growth plan that addresses the identified growth area(s).

Templates for the Sources of Evidence:

As noted above, the Sources of Evidence are designed to provide you with the opportunity to demonstrate your performance on the components of the Kentucky Framework for Teaching. The format and expectations for the nine Sources of Evidence are presented in the form of on-line templates. The component(s) of the Kentucky Framework for Teaching addressed by each Source of Evidence is identified on the template by a parenthetical notation (e.g. (1E)). Guidelines for each template provide directions and timelines for developing the Source of Evidence. In addition, each template provides prompts and directions for its completion. This handbook provides a paper copy of the templates that are available on-line at www.epsb.ky.gov. The on-line templates are in Microsoft Word and can be downloaded as needed. It should be noted that some Sources of Evidence may recommend providing evidence/artifacts of your teaching such as copies of your assessments. For this reason, it is essential that you read the directions for each template carefully so that you provide what is needed. Do not include professional development attendance certificates, lists of awards, or photographs of student work.

Schedule of Activities for the Internship Year

Prior to Orientation Meeting, you will:

- Go to www.epsb.ky.gov, click on *Log in to EPSB*, type in your username/password or create account.
- Access the *KTIP Forms and Resource Information* from the EPSB website, http://www.epsb.ky.gov/internships/KTIP_2015-2016_Forms.asp
- Complete and sign the *Intern Information Sheet*.
- Meet with your Resource Teacher to:
 - i. Begin to work on **Context** as part of your **Student Growth Goal**.
 - ii. Complete the initial section of the **Self-Assessment of Performance** part of **Professional Growth Plan (PGP)**.
 - iii. Identify ways you can become involved in your school's/district's community for Professional Involvement.
 - iv. Establish tentative meeting dates for out-of-class hours.
- Check with Principal for Orientation Meeting date.

During Orientation Meeting, you and your committee will:

- Review all materials, processes, and procedures, and discuss expectations.
- Discuss results of **Self-Assessment of Performance** as they will relate to **PGP**.
- Discuss **Student Voice Survey** process and when it will be administered. It is suggested that the survey be completed during Cycle 1 and Cycle 3. The Student Voice Survey is also available on the EPSB website.
- Begin work on **Professional Involvement Log** by identifying with your committee ways you can become involved in your school's/district's community.
- Discuss **Context** and **Student Growth**.
- Set tentative timelines for completing all Sources of Evidence.
- Sign off on the Orientation Meeting in the Intern Management System (IMS).
- Work with committee members to set the observation and committee meeting dates.

Prior to Cycle 1 Committee Meeting, you will:

- Complete **Context** and **Lesson Plan** and submit electronically to the appropriate committee members prior to the observation.
- Complete the **Post-Observation Reflection** *no later than two days after each observed lesson* and submit electronically to the appropriate committee members.
- Continue to work on **Professional Involvement Log** by selecting activities in which you will be involved and entering them on the log.
- Develop **Records and Communication**.
- Work with your resource teacher to identify your strengths and priority areas for growth and possible types of professional development needed for **PGP**.
- Administer the **Student Voice Survey** according to the plan established at Orientation Meeting.
- Complete your plan for **Student Growth**.

During Cycle 1 Committee Meeting, you and your committee will: (1-60 instructional days from Orientation)

- Discuss the scores and supporting evidence for the Framework components. Focus on strengths and priority areas for growth identified by the committee.
- Agree upon the professional growth activities for Cycle 2 and identify assistance and other documentation needed for these activities.
- Discuss your work on **Student Growth** - your student growth goal, the strategies being used and the plan for monitoring student progress. Identify any professional learning needs that should be addressed in your **PGP**.
- Discuss your **Student Voice** results and its implications for your **PGP**.
- Discuss your work on **Professional Involvement Log**.
- Clarify expectations for Cycle 2.
- Review dates for observations and committee meetings for Cycle 2.
- If all members have entered scores; sign off on the Cycle 1 Committee Meeting in IMS.

Prior to Cycle 2 Committee Meeting, you will:

- Complete the **Lesson Plan** and submit electronically to the appropriate committee members prior to the observation.
- Complete the **Post-Observation Reflection** *no later than two days after each observed lesson* and submit electronically to the appropriate committee members.
- Complete Cycle 2 section of the **PGP**. You must submit your **PGP** electronically to your committee members for their review and approval.
- Update your **Professional Involvement Log** and submit electronically to committee.
- Update **Student Growth**.

During Cycle 2 Committee Meeting, you and your committee will: *(61-110 instructional days from Orientation)*

- Discuss the scores and supporting evidence for the Framework components. Focus on strengths and priority areas for growth identified by the committee.
- Discuss the progress made in implementing the professional growth activities and identify assistance and other documentation needed for these activities on the **PGP**.
- Review progress made on **Professional Involvement Log** and confirm the appropriateness of the activities.
- Review your work on **Context** and **Records and Communications**; determine if any further information is needed.
- Discuss **Student Growth**.
- Decide whether you will video one lesson for Cycle 3 or have each committee member observe a lesson.
- Review dates for observations and committee meetings for Cycle 3.
- If all members have entered scores; sign off on the Cycle 2 Committee Meeting in IMS.

Prior to Cycle 3 Committee Meeting, you will:

- Complete the **Lesson Plan** and video (if used) and submit electronically to the appropriate committee members prior to the observation.
- Complete the **Post-Observation Reflection** *no later than two days after each observed lesson* and submit electronically to the appropriate committee members.
- Complete the Cycle 3 section of the **Self-Assessment of Performance** document to determine your current level of performance related to each component of the Kentucky Framework for Teaching.
- Complete the Cycle 3 section of the **PGP** and submit to committee members electronically for their review and approval.
- Reflect on **Student Voice Survey** results and submit electronically to committee members.
- Confirm that you have submitted all required and completed Sources of Evidence to your committee members for their review and summative evaluation prior to the Cycle 3 Committee Meeting.
- Review and sign (if completed) the Resource Teacher Time Sheet in IMS.

During Cycle 3 Committee Meeting, you and your committee will: *(111-140 instructional days from Orientation)*

- Discuss the scores and supporting evidence for the Framework components.
- Discuss all required and completed Sources of Evidence.
- If all members have entered scores; sign off on the Cycle 3 Committee Meeting in IMS.
- Sign the Resource Teacher Time Sheet in IMS.

Optional Cycle 4

If the KTIP Committee believes that more time would allow better demonstration of one or more of the Kentucky Framework for Teaching Components, a Cycle 4 may be conducted. This additional cycle could include observations or review of Sources of Evidence. It must include a committee meeting. The results would replace those assigned in Cycle 3.

The decision to allow a fourth cycle is solely at the discretion of the KTIP Committee. If a fourth cycle is conducted, it shall fall within the timelines of Cycle 3, and all committee members must be in agreement.

Intern Information Sheet

Complete this template and include it in your KTIP Organizer

Name: _____ **Social Security Number:** XXX-XX-_____

Current Teaching Assignment: Grade(s) _____ **Subject(s)** _____

School District: _____

School Name: _____

School Address: _____

School Telephone: _____ **Cell** _____ **Home** _____

Home Address: _____

School E-mail Address: _____

I verify that this KTIP Organizer contains my authentic work, the original work of my students, and authentic feedback from colleagues, families, and administrators. I also verify that I have thoroughly read the KTIP Handbook.

Signature: _____ **Date:** _____

Source of Evidence: Context	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 1A – Demonstrating Knowledge of Content and Pedagogy 1B – Demonstrating Knowledge of Students 1D – Demonstrating Knowledge of Resources	<u>Kentucky Teacher Standards</u> 1 – The Teacher Demonstrates Applied Content Knowledge 2 – The Teacher Designs and Plans Instruction 4 – The Teacher Implements and Manages Instruction 6 – The Teacher Demonstrates the Implementation of Technology 8 – Collaborates with Colleagues/Parents/Others

Guidelines for Identifying the Source of Evidence: Context

To effectively plan and implement instruction requires that the teacher first have knowledge of the content to be addressed and the appropriate strategies for presenting the content. Second, the teacher must have clear knowledge/understanding of his/her students and what they bring to the learning environment. Finally, the teacher must have knowledge of the resources available to support instruction and facilitate student learning.

This Source of Evidence requires that you consider your content, students and resources, **for the class you choose for Student Growth**, to establish a baseline for your knowledge. During your internship, every time you plan, implement, assess, and reflect on instruction, you will have the opportunity to increase your knowledge/understanding of your content, students, and resources.

This Source of Evidence should be initiated before the Orientation Meeting as part of your work on Student Growth and then used to inform your lesson planning during Cycles 1, 2 and 3. Unless requested by your committee, no additional write ups are required. You should however, be prepared to share any changes made or insights gained.

1. Content

Using your state curriculum/content area standards, work with your resource teacher and other colleagues to identify the enduring skills, concepts, and processes that your students should master by the end of the year/class. (Enduring skills, concepts and processes refer to those skills, concepts, and processes that endure beyond a single test date, are of value in other disciplines, are relevant beyond the classroom, are worthy of course-long focus, and may be necessary for the next level of instruction).

2. Students

- Working with your resource teacher and other colleagues, identify your students' abilities regarding the identified enduring skills, concepts, and processes for your class. This will require that you collect and analyze data and evidence to identify students' strengths and weaknesses and determine patterns and trends in their performance.
- Working with your resource teacher, identify your students' backgrounds, special needs, cultural differences, interests, and language proficiency.

3. Resources

Identify the resources and assistance available within the school and district to support your instruction.

- Resources (e.g. lab/shop facilities, technology (hardware and software), equipment, and supplies)
- Collaborative Partners (e.g. colleagues including support staff, families, and others who could contribute to your efforts to meet the needs of your students)

Source of Evidence: Context	
Name:	Date:
<p>This Source of Evidence should be initiated before the Orientation Meeting for the class you are using for your Student Growth Goals and then used to inform your lesson planning during Cycles 1, 2, and 3.</p>	
<p>1. Content (1A) Identify the enduring skills, concepts, and processes that your students should master by the end of the year/class.</p>	
<p>2. Students (1B)</p> <ul style="list-style-type: none"> a. Identify your students' abilities regarding the identified enduring skills, concepts, and processes for your class. b. Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiency. 	
<p>3. Resources (1D) Identify the resources and assistance available within the school and district to support your instruction.</p> <ul style="list-style-type: none"> a. Resources: b. Collaborative Partners: 	

Source of Evidence: Lesson Plan	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 1A – Demonstrating Knowledge of Content and Pedagogy 1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 1D – Demonstrating Knowledge of Resources 1E – Developing Coherent Instruction 1F – Designing Student Assessment	<u>Kentucky Teacher Standards</u> 1 – The Teacher Demonstrates Applied Content Knowledge 2 – The Teacher Designs and Plans Instruction 3 – The Teacher Creates and Maintains Learning Climate 4 – The Teacher Implements and Manages Instruction 5 – Assesses and Communicates Learning Results 6 – The Teacher Demonstrates the Implementation of Technology 8 – Collaborates with Colleagues/Parents/Others

Guidelines for Developing the Source of Evidence: Lesson Plan

The lesson plan template should be used in planning all lessons to be observed by your KTIP committee members. The development of your lesson plans should be informed by your work on the Context and allow you to demonstrate your knowledge of your students and your subject matter. Your lesson plan will provide the framework upon which you will create the classroom environment and implement instruction. Each lesson plan should be sent to the appropriate committee member 2 -3 days before their scheduled observation to allow for review and feedback.

1. Learning Target(s)/Objectives

The lesson's learning target(s)/objective(s) should be student-centered, observable, and measurable. The connections to the state curriculum/content area standards should be focused on the knowledge, skills, and/or processes identified in the learning targets/objectives.

2. Pre-Assessment(s)

Briefly describe the pre-assessment(s) you used to identify your students' baseline knowledge and skills relative to the learning targets/objectives for this lesson. Include baseline data and all assessments used.

3. Formative Assessment(s)

Identify the type of formative assessments and data that will be used to determine student progress in achieving the learning targets/objectives. If needed, identify how these assessments will be differentiated to address the needs of your students. In addition to the formative assessments you will use, describe how you will provide opportunities for your students to self-assess their learning progress.

4. Resources

Identify the resources that will be needed for the lesson. During the course of your internship you should make use of available technology when the technology will facilitate planning, implementing, assessing of instruction, and facilitating your students' learning.

5. Lesson Procedures

Describe the sequence of strategies/activities and assessments you will use to engage students and accomplish your learning targets/objectives. Within this sequence be sure to:

- describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of your students.
- identify the questions you will use to promote higher order thinking and understanding and encourage discussion.

6. Watch For-----

Are there specific indicators for the components of Domain 2 - Classroom Environment and/or Domain 3 - Instruction that you would like specifically observed during this lesson? If there are, please note these on your plan to alert the observer.

Source of Evidence: Lesson Plan

Name:_____ **Date of Observation :**_____ **Cycle:**_____

Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP _____	Number of Gifted Students _____	Number of Students having ELL _____
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Lesson Title:_____

1. Learning Target(s)/Objectives (1C)

List the lesson learning target(s)/objective(s) [connect each target/objective to the appropriate state curriculum/content area standards]

2. Pre-assessment (1F)

Describe the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.

3. Formative Assessment (1F)

Describe and include the formative assessment(s) to be used to measure student progress during this lesson.

4. Resources (1D)

Identify the resources including appropriate technology needed for the lesson.

5. Lesson Procedures (1E)

Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.

6. Watch For-----

Identify anything that you would like specifically observed during this lesson.

Source of Evidence: Observations of Teaching	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 2A – Creating an Environment of Respect and Rapport 2B – Establishing a Culture for Learning 2C – Managing Classroom Procedures 2D – Managing Student Behavior 2E – Organizing Physical Space 3A – Communicating with Students 3B – Questioning and Discussion Techniques 3C – Engaging Students in Learning 3D – Using Assessment in Instruction 3E – Demonstrating Flexibility and Responsiveness	<u>Kentucky Teacher Standards</u> 1 – The Teacher Demonstrates Applied Content Knowledge 3 – The Teacher Creates and Maintains Learning Climate 4 – The Teacher Implements and Manages Instruction 5 – The Teacher Assesses and Communicates Learning Results 8 – Collaborates with Colleagues/Parents/Others

Guidelines for Developing the Source of Evidence: Observations of Teaching

When you have developed the lesson plans for your KTIP observations, you should remember that these plans provide the framework around which you will create the classroom environment and implement instruction as described by the components of Domains 2 and 3, respectively. For this reason, as you prepare to be observed, you should review the components of Domains 2 and 3 and their levels of performance. The insights gained from this review will enable you to be more intentional as you consider how you will demonstrate each of the components in your teaching.

Source of Evidence: Post-Observation Reflection	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 3E – Demonstrating Flexibility and Responsiveness 4A – Reflecting on Teaching	<u>Kentucky Teacher Standards</u> 4 – The Teacher Implements and Manages Instruction 5 – Assesses and Communicates Learning Results 7 – Reflects on and Evaluates Teaching and Learning 9 – Evaluates Teaching and Implements Professional Development

Guidelines for Developing the Source of Evidence: Post-Observation Reflection

Teaching is a purposeful act, involving many decisions in both the planning and implementation of instruction. Reflection is the thoughtful consideration of those decisions in light of their impact on student learning to determine what aspects of instruction need to be changed and what aspects should be continued. The accuracy and specificity of your reflection and the validity of actions based on the reflection will depend on the extent to which the reflection is based on accurate performance data. During your internship, your committee and colleagues will help you refine your skill of reflection. Accurate reflection is the basis for planning and implementing both instruction that is responsive to your students' needs and professional development that is responsive to your needs.

This Source of Evidence asks you to reflect on the impact of the decisions you made in planning, implementing, and assessing an observed lesson and describe the actions taken based on your reflection.

1. While the directions on the template state this Source of Evidence should be completed within two days of each observation, it is recommended that your analysis of the lesson's formative assessment data be done as soon as possible after the lesson to ensure that the data is used to inform ongoing instruction in a timely fashion.
2. Your response to these questions should be based on an analysis of the formative assessment data from the lesson.
3. Identify any other student evidence or artifacts that informed your determination of student achievement and describe their influence on your determination.
4. If classroom procedures, student conduct, and/or physical space contributed to or hindered student learning, describe the specific contribution or hindrance.
5. If you departed from your plan, be specific as to how and why you changed your plan.
6. If you were to teach this lesson again to the same group of students, be specific as to what you would do differently and the reason(s) you would make the changes.
7. What professional growth needs have you identified based on your reflections as you planned, taught, and assessed your lessons? How do you plan to address these needs?

Source of Evidence: Post-Observation Reflection									
Name:	Cycle:								
This Source of Evidence must be completed within two days after each observed lesson.									
<p>1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into three categories:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th style="text-align: left; width: 50%;">Objective / Learning Target 1</th> <th style="text-align: left; width: 50%;">Objective / Learning Target 2</th> </tr> </thead> <tbody> <tr> <td>a) Below criteria _____ # of students</td> <td>_____ # of students</td> </tr> <tr> <td>b) Meets criteria _____ # of students</td> <td>_____ # of students</td> </tr> <tr> <td>c) Exceeds criteria _____ # of students</td> <td>_____ # of students</td> </tr> </tbody> </table> <p>Attach a copy of the formative assessment with the criteria or rubric used to determine the students' performance on each of the lesson's learning targets/objectives.</p>		Objective / Learning Target 1	Objective / Learning Target 2	a) Below criteria _____ # of students	_____ # of students	b) Meets criteria _____ # of students	_____ # of students	c) Exceeds criteria _____ # of students	_____ # of students
Objective / Learning Target 1	Objective / Learning Target 2								
a) Below criteria _____ # of students	_____ # of students								
b) Meets criteria _____ # of students	_____ # of students								
c) Exceeds criteria _____ # of students	_____ # of students								
<p>2. Based on the formative assessment data, how successful was the lesson? Did the students achieve the learning target(s)? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria? (4A)</p>									
<p>3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement. (4A)</p>									
<p>4. To what extent did classroom procedures, student conduct, and/or physical space contribute to or hinder student learning? (4A)</p>									
<p>5. Did you depart from your plan? If so, how and why? (3E)</p>									
<p>6. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently, and why? (4A)</p>									
<p>7. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection? (4A) (4E)</p>									

Source of Evidence: Records and Communication	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 4B – Maintaining Accurate Records 4C – Communicating with Families	<u>Kentucky Teacher Standards</u> 5 – The Teacher Assesses and Communicates Learning Results 7 – Reflects on and Evaluates Teaching and Learning

Guidelines for Developing the Source of Evidence: Records and Communication

An essential responsibility of teachers is to keep accurate records of both instructional and non-instructional events. Accurate records are vital because they inform the teacher's interactions with colleagues, students and families. The methods for keeping these records will vary depending on the type of information being recorded and the requirements of the school district. Another responsibility of teachers is to establish relationships with families by communicating with them about the instructional program and their child's progress and providing opportunities for them to be part of the educational process. A teacher's effort to communicate with the students' families conveys a message of caring on the part of the teacher.

This Source of Evidence should be initiated during Cycle 1 to inform discussions during the Post-Observation Conferences and the Cycle 1 Committee Meeting regarding Components (4B) and (4C). Unless requested by your committee, no additional write-ups are required for Cycles 2 or 3. You should, however, be prepared to share any changes made or insights gained regarding the two components during post-observation conferences and committee meetings.

There are no specific guidelines for developing this Source of Evidence since the prompts/questions are simple and straightforward.

Source of Evidence: Records and Communication	
Name:	Date:
This Source of Evidence should be initiated during Cycle 1.	
<p>1. Records (4B) Briefly describe and show evidence of :</p> <ul style="list-style-type: none"> a. Routine classroom events (e.g. attendance, completion of assignments, etc.) b. Individual student learning/progress c. Non-instructional matters (e.g. permission slips, picture money, equipment inventories, etc.) 	
<p>2. Communication (4C) Describe the ways that you communicate with students and families regarding:</p> <ul style="list-style-type: none"> a. The learning of their child. b. The instructional program in which their child is involved. c. The ways that families could become involved in their child's learning. <p>Reflect on how your efforts to communicate with students and families had a positive impact on the environment in your classroom and how they could be improved.</p>	

Source of Evidence: Professional Involvement Log	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 4A – Reflecting on Teaching 4B – Maintaining Accurate Records 4D – Participating in a Professional Community 4E – Growing and Developing Professionally 4F – Showing Professionalism	<u>Kentucky Teacher Standards</u> 5 – The Teacher Assesses and Communicates Learning Results 6 – The Teacher Demonstrates the Implementation of Technology 7 – Reflects on and Evaluates Teaching and Learning 8 – Collaborates with Colleagues/Parents/Others 9 – Evaluates Teaching and Implements Professional Development 10 – Provides Leadership Within School/Community/Profession

Guidelines for Developing the Source of Evidence: Professional Involvement

Effective schools are more than aggregations of effective classrooms. They are professional communities in which teachers are actively involved in collaborations with colleagues and others to improve instruction and student learning and seek ways to contribute to the quality of life for both students and teachers in the school and district. As an intern, you will have the opportunity to identify ways in which you can become actively involved in your school's professional community.

Your initial involvement in the professional community of your school should be discussed with Committee Members at the Orientation Meeting. The Professional Involvement Log should then be used to document your professional involvement activities during the course of your internship, providing a brief description of your contributions to/involvement in each activity noted. Your Log should be updated during each cycle of the internship year as your involvement in some activities ends, involvement in other activities continues and involvement in new activities is initiated.

Your professional involvement will be evaluated on the extent to which you have actively participated in a range of activities and have, over time, made a contribution to the professional community of your school.

During the Orientation Meeting, discuss with your committee ways you can be actively involved in the professional life of your school and district (e.g. involvement in instructional collaborations with colleagues such as PLCs or departmental/grade level groups to identify and address student needs, participation in school events/activities and student clubs or groups, service on school and/or district committees and projects, involvement in a professional book study, engagement with parent and community groups with a school focus, etc.). Agree on your initial professional involvement activities for Cycle 1.

After the Orientation Meeting, use the Professional Involvement Log to document the ways you are presently involved in the professional life of your school and district, providing a description of your contributions to/involvement in each activity noted. This log should be updated during each cycle to reflect continued and new involvement.

1. For the Cycle 1 Committee Meeting, review your professional involvement during Cycle 1, reflecting on your contributions to/ involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities for involvement during Cycle 2.
2. For the Cycle 2 Committee Meeting, review your professional involvement during Cycle 2, reflecting on your contributions to/ involvement in the activities and the impact of your involvement on you, the students, and the school community. Identify activities that will be continued and any possible new opportunities for involvement during Cycle 3.
3. For the Cycle 3 Committee Meeting, reflect on the impact of your professional involvement during the school year on you, the students, and the school community. What experiences were most beneficial? Identify any activities in which you would like to continue to be involved next year. Identify any new activities in which you would like to be involved next year.

Source of Evidence: Professional Involvement Log (4D)	
Name:	
<p align="center">This log should be updated during each cycle.</p> <p>Your updated Professional Involvement Log should be available for review before each cycle's committee meeting</p>	
Activity	Description of Your Contributions/Involvement
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
	Cycle 1: Cycle 2: Cycle 3:
1. Cycle 1 Involvement Review and Reflection	
2. Cycle 2 Involvement Review and Reflection	
3. Cycle 3 Final Involvement Review and Reflection	

Source of Evidence: Professional Growth	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 4A – Reflecting on Teaching 4E – Growing and Developing Professionally	<u>Kentucky Teacher Standards</u> 7 – Reflects on and Evaluates Teaching and Learning 9 – Evaluates Teaching and Implements Professional Development 10 – Provides Leadership Within School/Community/Profession

Guidelines for Developing the Source of Evidence: Professional Growth

As noted in the overview of this handbook, the KTIP approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation, and reflective practice. In developing this Source of Evidence, you will have the opportunity to assess your present level of performance on the components of the Kentucky Framework for Teaching to begin to identify your strengths and areas for growth. Working with your resource teacher and then your committee, you will identify the focus for your PGP.

The PGP is the Source of Evidence that documents that you have been afforded due process. The areas for growth to be addressed on your PGP will be identified during the Cycle 1 Committee Meeting when you and your committee discuss your strengths and possible priority areas for growth. The PGP must first focus on documenting that you have been provided reasonable assistance to improve your performance on any components rated as Ineffective. If all components are rated as developing or higher, the focus of the PGP can be on components, which if refined, would have the greatest impact on your instruction and your students' learning.

1. Before the Orientation Meeting, you should assess your present level of performance on the components of the Kentucky Framework for Teaching by completing the following steps:
 - Download a copy of the Kentucky Framework for Teaching from the EPSB website and get a highlighter.
 - For each component, carefully read the indicators for the four levels of performance, highlighting the indicators that best describe your current performance for that component.
 - For each component, the performance level with the most highlighted indicators best describes your assessment of your level of performance for the component.
 - In the Self-Assessment of Performance matrix on the template, click on the appropriate performance level to the right of each component.

Note: The initial self-assessment of your level of performance on each of the components of the Kentucky Framework for Teaching can be done using this KTIP template or the self-assessment process associated with PGES used in your district. Either process will yield a performance rating for each component that can be used to inform the development of your PGP.

2. During Cycle 1, review your ratings for the components of the Kentucky Framework for Teaching to identify those components that represent possible priority growth needs (needs which if addressed by professional development would have a positive impact on your instruction and your students' learning). To get started, consider those components that you rated as either (I) Ineffective or (D) Developing. From these components, select the four components you believe would have the greatest impact on your instruction and student learning if addressed by professional development. As you identify these components, click on them in the Possible Professional Growth Priority Components section of the template.
3. At the Cycle 1 Committee Meeting, you and your committee should consider the components you identified as possible priorities for professional growth as well as other Sources of Evidence such as observations and student assessment data to reach agreement on the one or two priority components that will be your focus for professional growth goal development during Cycle 2. In the Priority Component for Professional Growth Plan Development section of the template, enter the number and name of the selected component(s) and click on the current level of performance below the component(s).

4. After the Cycle 1 Committee Meeting, you should plan for professional development that will effectively address your identified priority growth need, specific goals, and actions. Your answers to the following questions will be the basis for developing your PGP and should be entered in the template for the PGP.

- What is my professional growth goal? What do I want to change about my instruction that will effectively impact student learning?
- What learning activities will help me develop the new knowledge/skills I need to make that change?
- What resources and support will I need to develop the new knowledge/skills?
- When do I anticipate completing each of the learning activities?
- How will I assess my progress/success in making the change?
- What is the expected impact of the change on student growth?

Your PGP should be completed and sent to your committee members for review and approval no later than two weeks after the Cycle 1 Committee Meeting.

5. For the Cycle 2 Committee Meeting, provide evidence that your professional growth activities are having a positive impact on your instructional effectiveness and student learning. If it is too early for your growth activities to yield evidence of impact on student learning, provide evidence of how the activities have had an impact on your instruction.

6. For the Cycle 3 Committee Meeting,

- Analysis of Self-Assessments and/or Student Voice Survey(s):
Complete the Cycle 3 Self-Assessment of your level of performance related to each of the components of the Kentucky Framework for Teaching. Compare the results of the Cycle 3 Self-Assessment with the results of the Initial Self-Assessment and identify specific areas of growth. If administered, reflect on your STUDENT Voice Profile and implications for your professional growth.
- Analysis of Professional Growth:
Discuss the progress made in addressing your professional growth needs. Did you achieve your professional growth goal(s)?
- Summative Reflection:
Reflect on the impact of the professional learning activities on your instructional effectiveness and student learning. Did you achieve the expected student growth impact from these activities? What components would you want to be the focus of your professional development next year?
- Complete the Cycle 3 Final Report.

Source of Evidence: Professional Growth									
1. Self-Assessment of Performance									
Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary									
	Component	Initial				3rd Cycle			
		I	D	A	E	I	D	A	E
DOMAIN 1 Planning and Preparation	1A – Demonstrating Knowledge of Content and Pedagogy								
	1B – Demonstrating Knowledge of Students								
	1C – Selecting Instructional Outcomes								
	1D – Demonstrating Knowledge of Resources								
	1E – Designing Coherent Instruction								
	1F – Designing Student Assessment								
DOMAIN 2 Classroom Environment	2A – Creating an Environment of Respect and Rapport								
	2B – Establishing a Culture of Learning								
	2C – Managing Classroom Procedures								
	2D – Managing Student Behavior								
	2E – Organizing Physical Space								
DOMAIN 3 Instruction	3A – Communicating with Students								
	3B – Using Questioning and Discussion Techniques								
	3C – Engaging Students in Learning								
	3D – Using Assessment in Instruction								
	3E – Demonstrating Flexibility and Responsiveness								
DOMAIN 4 Professional Responsibilities	4A – Reflecting on Teaching								
	4B – Maintaining Accurate Records								
	4C – Communicating with Families								
	4D – Participating in a Professional Community								
	4E – Growing and Developing Professionally								
	4F – Demonstrating Professionalism								

2. Possible Professional Growth Priority Components							3. Priority Component for Professional Growth Plan Development			
Planning and Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibility	4A	4B	4C	4D	4E	4F				
							Current Level of Performance			
							I	D	A	E

4. Professional Growth Plan (4E)		
This PGP should be completed and sent to your committee members for review and approval no later than two weeks after the Cycle 1 Committee Meeting.		
Name:		Date:
a. Professional Growth Goal:		
b. Professional Learning Activities	c. Needed Resources/Support	d. Anticipated Completion Date
e. How will you assess your progress/success in addressing the Professional Growth Goal?		
f. What is the expected impact on student learning of your professional learning activities?		

5. Cycle 2 Progress Update (4E)
6. Cycle 3 Final Report
a. Analysis of Self-Assessments and/or Student Voice Survey(s): (4E)
b. Analysis of Professional Growth: (4E)
c. Summative Reflection: (4A)

Source of Evidence: Student Growth	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 1B – Demonstrating Knowledge of Students 1C – Setting Instructional Outcomes 1E – Developing Coherent Instruction 1F – Designing Student Assessment 4A – Reflecting on Teaching	<u>Kentucky Teacher Standards</u> 1 – The Teacher Demonstrates Applied Content Knowledge 2 – The Teacher Designs and Plans Instruction 3 – The Teacher Creates and Maintains Learning Climate 4 – The Teacher Implements and Manages Instruction 5 – The Teacher Assesses and Communicates Learning Results 6 – The Teacher Demonstrates the Implementation of Technology 7 – Reflects on and Evaluates Teaching and Learning 8 – Collaborates with Colleagues/Parents/Others 9 – Evaluates Teaching and Implements Professional Development

Guidelines for Developing the Source of Evidence: Student Growth

1. Target Content

Review your work on the Context in which you identified your students' needs and abilities related to the enduring skills, concepts and processes they should master by the school year/class. Are there any enduring skills, concepts, or processes that they lack overall? What is the biggest area of need? Based on your review, identify the specific content area enduring skills, concepts, or processes that your student growth goal should target.

2. Assessment

List the assessment(s) you will use to establish baseline student performance and provide comparable mid-year and end-of-year/class data on the student growth goal.

3. Student Growth Goal

Your student growth goal should specify a growth target (the growth you expect your students to make) and a proficiency target.

4. Professional Learning Needs

Identify the professional learning you will need to support your students' attainment of the student growth goal. (Activities to address these professional learning needs should be included in your PGP.)

5. Instructional Strategies for Goal Accomplishment

Describe the initial instructional strategies you will use to facilitate student progress toward goal attainment.

6. Plan for Monitoring Goal Attainment

Describe when and how you will monitor your students' progress toward goal attainment.

7. Committee Review of Student Growth Goal

During the Cycle 1 Committee Meeting, you and your committee should discuss your student growth goal, the strategies being used and the plan for monitoring student progress. In addition, any professional learning needs that should be addressed in your PGP should be identified and listed here.

8. Student Growth Progress Monitoring and Reflection

During Cycle 2, based on your analysis of the data from the planned monitoring of student growth, reflect on your students' progress toward goal attainment and identify possible changes in instructional strategies and/or assessments that may be needed to facilitate goal attainment. (Attach a copy of the assessment data and your analysis.)

9. Student Growth Progress Review and Reflection

During the Cycle 2 Committee Meeting, review your student growth progress data analysis and reflection to determine if any changes need to be made in the instructional strategies or assessments to facilitate student growth goal attainment. Describe any changes which you and your committee agree should be implemented to facilitate student growth goal attainment.

10. Summative Assessment of Student Growth and Reflection

During Cycle 3, collect and analyze the summative assessment data on your students' growth. Sort your students into the three following categories based on their summative assessment performance: students who exceeded the goal, students who met the goal, and students who did not meet the goal. Record this data in the table on the template and attach a copy of your summative assessment data. Based on your analysis of the summative assessment data, reflect on the following three questions:

- What does the data reveal about your students' growth?
- What does the data show about your instructional practices?
- How can these results inform your planning for future professional growth?

11. Lessons Learned

Discuss with your committee what you have learned from your student growth goal experience regarding your students' needs and abilities, effective instructional and assessment strategies and your professional learning needs. How will what you have learned influence the development and implementation of your student growth goal and PGP next year?

Source of Evidence: Student Growth		
Name:		Date:
Orientation and Cycle 1: Develop Student Growth Plan (1B) (1C) (1E) (1F)		
Class Interval of Instruction		
Identify the interval of instruction for your class: (click on one) _____Trimester _____Semester _____School year		
1. Target Content		
2. Assessment		
3. Student Growth Goal		
4. Professional Learning Needs		
5. Instructional Strategies for Goal Accomplishment		
6. Plan for Monitoring Goal Attainment		
During Cycle 1 Committee Meeting: Review Student Growth Goal and Implementation (1B) (1C) (1E)		
7. Review the Student Growth Goal		
During Cycle 2: Monitor Student Growth (1B) (1C) (1E) (4A)		
8. Student Growth Progress Review and Reflection		
During Cycle 2 Committee Meeting: Review Student Growth Progress (1B) (1C) (1E) (4A)		
9. Student Growth Progress Review and Reflection		
During Cycle 3: Collect and Analyze Summative Assessment Data of Student Growth (1F) (4A)		
10. Assessment of Student Growth		
Number of Students who exceeded goal	Number of students who met goal	Number of Students who did not meet goal
Reflection on Results		
During Cycle 3 Committee Meeting: Plan for the Future (4A)		
11. Lessons Learned		

Source of Evidence: Student Voice	
Your committee will use this evidence to evaluate your performance on the following:	
<u>Kentucky Framework for Teaching Components</u> 1B – Demonstrating Knowledge of Students	<u>Kentucky Teacher Standards</u> 1 – The Teacher Demonstrates Applied Content Knowledge 2 – The Teacher Designs and Plans Instruction 3 – The Teacher Creates and Maintains Learning Climate 4 – The Teacher Implements and Manages Instruction 8 – Collaborates with Colleagues/Parents/Others

Guidelines for Developing the Source of Evidence: Student Voice

As you developed your Context, you began to identify your students' abilities regarding the content of your class and their backgrounds, special needs, cultural differences, interests, and language proficiency. With each day's interactions with your students, you have expanded your understanding of their needs, interests, and abilities. The Student Voice Survey is a measure of the extent to which students perceive that their teacher provides:

- Support through rigorous instruction
- Transparency through effective communication styles
- Understanding through appropriate and varied assessment
- Discipline through respectful classroom culture
- Engagement through innovative instruction
- Nurturing through attentive observation
- Trust through teamwork

Data from Student Voice Survey(s) completed by your students will provide evidence as to how your students perceive their classroom environment. This data will provide additional insights regarding your students and can be used to inform your planning and professional growth activities and document on the PGP.

During the Orientation Meeting, you and your committee will need to discuss the Student Voice Survey.

- If you are teaching grades 3 – 12 in a public school, administer the survey according to your district's guidelines.
- If you are teaching grades 3 – 12 in a private school, use the hand-scored version that is available on the EPSB website.
- If you are teaching Preschool – Grade 2, there is no electronic version of the student voice survey. Therefore, a survey is not required.

GLOSSARY

This section provides general definitions for some of the terms frequently used in the KTIP materials.

Accommodations

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Alignment

The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

Analysis of Data

Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

Artifacts

Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

Collaborating

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that individuals are willing to learn from each other to become better at what they do. Collaborating means that individuals share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

Developmentally Appropriate

The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

Differentiation

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Diverse Student Needs

Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

ELL

English Language Learners; sometimes used synonymously with ESL, English as a Second Language.

Enduring Skills, Concepts, and Processes

Endures beyond a single test date, is of value in other disciplines, relevant beyond the classroom, worthy of embedded, course-long focus, and may be necessary for the next level of instruction.

Formative Assessment

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet student needs.

GSSP

Gifted Student Services Plan; sometimes given another acronym in districts.

Higher-order Thinking

Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

IEP

Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations

Instructional Day

A day that:

- The intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development for compensation from the district or employing school; and
- Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

Intern Management System (IMS)

Electronic reporting system for the Record of Teacher Internship Year (RTIY) and the Resource Teacher Time Sheet (RTT)

Intervention

An educational practice, strategy, curriculum, or program to enhance learning for students.

Instructional Materials

Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

Kentucky Framework for Teaching

<http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>

Kentucky Teacher Standards

<http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.pdf>

Learning Outcomes

Educational aims or end products which encompass all goals and objectives.

Learning Targets

Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as “I can” statements.

Misconceptions

Student responses which indicate inaccurate understanding of content.

Modifications

Practices that change, raise, or reduce learning expectations. Modifications can decrease the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Objectives

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in “By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War.”

Patterns of Achievement

Growth in knowledge that can be charted or graphed showing the progress of the student in achievement of unit objectives.

Performance-based Assessment

An assessment that includes what a student or teacher is able to do (performance) rather than simply a written explanation of student knowledge.

Pre-assessment

Strategy or test used to reveal understanding of a topic prior to beginning formal instruction that may inform differentiated practice.

Professional Development

The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

PGES

Professional Growth and Effectiveness System

Professional Growth Plan (PGP)

The plan teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators. It usually involves self-assessment and a written plan for addressing and improving in the identified areas of growth.

Professional Learning Standards

<http://education.ky.gov/teachers/pd/pages/professional-development-standards.aspx>

Reflection

The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

Rubric/Scoring Guide

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance. They define criteria to meet the expected teaching standard of performance.

Self-Assessment

A student's evaluation of his or her own work.

Student Growth Goal

A goal focused on learning that is specific, appropriate, realistic, and time-bound. It is developed collaboratively and agreed upon by the evaluatee and evaluator and uses local formative growth measures.

Student Voice

This is a classroom-level reporting system used to provide feedback and evidence of effectiveness to classroom teachers and administrators.

Source of Evidence

Focused collection of documentation that demonstrates teacher and student performance on components of the Kentucky Framework for Teaching to help determine competency in the Kentucky Teacher Standards.

Student-centered

Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

Summative assessment

Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

Technology

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning, and email.

APPENDIX

KY FRAMEWORK FOR TEACHING ALIGNED WITH KY TEACHER STANDARDS

KY FRAMEWORK FOR TEACHING	KY TEACHER STANDARDS
1A – Knowledge of Content and Pedagogy	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning. 1.5 Identified and addresses students’ misconceptions of content. 4.5 Implements and manages instruction in ways that facilitate higher order thinking.
1B – Demonstrating Knowledge of Students	1.2 Connects content to life experiences of students. 2.2 Uses contextual data to design instruction relevant to students. 3.3 Values and supports student diversity and addresses individual needs. 4.2 Implements instruction based on diverse student needs and assessment data. 8.1 Identifies students whose learning could be enhanced by collaboration.
1C – Setting Instructional Outcomes	2.1 Develops significant objectives aligned with standards. 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
1D – Demonstrating Knowledge of Resources	6.1 Uses available technology to design and plan instruction. 6.3 Integrates student use of technology into instruction. 6.4 Uses available technology to assess and communicate student learning.
1E – Designing Coherent Instruction	2.4 Plans instructional strategies and activities that address learning objectives for all students. 6.2 Uses available technology to design and plan instruction 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
1F – Designing Student Assessments	2.3 Plans assessments to guide instruction and measure learning objectives. 5.4 Describes, analyzes, and evaluates student performance data.
2A – Creating an Environment of Respect and Rapport	3.4 Fosters mutual respect between teacher and students and among students.
2B – Establishing a Culture for Learning	3.2 Establishes a positive learning environment.
2C – Managing Classroom Procedures	4.3 Uses time effectively.
2D – Managing Student Behavior	3.4 Fosters mutual respect between teacher and students and among students.
2E – Organizing Physical Space	3.5 Provides a safe environment for learning. 4.4 Uses space and materials effectively.

3A – Communicating with Students	1.1 Communicates concepts, processes, and knowledge. 3.1 Communicates high expectations. 5.5 Communicates learning results to students and parents.
3B – Questioning and Discussion Techniques	1.4 Guides students to understand content from various perspectives.
3C – Engaging Students in Learning	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students. 8.3 Implements planned activities that enhance student learning and engage all parties.
3D – Using Assessment in Instruction	5.1 Uses pre-assessments. 5.2 Uses formative assessments. 5.3 Uses summative assessments. 5.6 Allows opportunity for student self-assessment.
3E – Demonstrating Flexibility and Responsiveness	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
4A – Reflecting on Teaching	5.4 Describes, analyzes, and evaluates student performance data. 7.2 Uses data to reflect on and evaluate instructional practice. 7.3 Uses data to reflect on and identify areas of professional growth. 9.1 Self assesses performance relative to Kentucky’s Teacher Standards.
4B – Maintaining Accurate Records	5.4 Describes, analyzes, and evaluates student performance data. 7.1 Uses data to reflect on and evaluate student learning.
4C – Communicating with Families	5.5 Communicates learning results to students and parents.
4D – Participating in a Professional Learning Community	8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
4E – Growing and Developing Professionally	9.3 Designs a professional growth plan that addresses identified priorities. 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning. 10.2 Develops a plan for engaging in leadership activities. 10.3 Implements a plan for engaging in leadership activities.
4F – Showing Professionalism	6.5 Demonstrates ethical and legal use of technology. 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues. 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school. 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.